

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature which includes the description about student passivity in English speaking class, factors causing the passives. These include external and internal factors

2.1. The Communication skills and its status in English classrooms

Considering the current status of English as a foreign language in Indonesia, many people do not use it as their daily communication. However, English is used for some reasons as a second language in certain communities. In the academic level, most of the students are quite familiar with English and occasionally use it for communicating, (Musyahda, 2002). Since English is not their first language, it becomes more complex to be learnt for many Indonesia students. As the ability to speak English is very complex, not all of the students in an English-speaking class have the courage to speak. Thus, they tend to become passive during the learning process.

Paul (2017) mentions that passive students absorb the information and knowledge without classically learning experience. They may not interact with others, share or contribute to a dialogue during the class. They are less communicative compared to active students. The passive students do not need student's satisfaction in accomplishment. Students become passive not only because they do not master the material, but also, they prefer to avoid group activities as they poorly motivated in this participation.

Tatar (2005) points out that the student responses illustrated various dimensions of silence that were experienced by non-native-English-speaking students in their academic courses. These included silence as a face-saving strategy, silence as a reaction to others' contributions and silence as a sign of respect for authority and concern for others

In addition, Banks (2016) points out that there are two factors causing students become passive during English speaking class; external and internal factor. The external factors are classified into two categories, such as: socio-cultural factors and course-related factors. Internal factors comprised of: personality, attitude, motivation, self-esteem, and anxiety.

2.2. External factors of students' passivity

External factors are the factors that come from outside the students and it classified into two categories, such as: socio-cultural factors and course related factor. Those factors cause the students to become passive in speaking.

2.2.1 Socio culture factors.

Socio cultural factors are the factors that relate with the cultures and societies that affect the thoughts, feeling and behaviours. In socio cultural factors, the writer will discuss about the classmates, the teachers or instructors, cultural beliefs and practices.

The classmates

The classmate is one of the factors that is able to change the students who are active into passive. In some condition, there are some students in the class feel motivated when they compete with their friends. In contrast, other students feel that

they are not motivated when they have to compete with other classmates. Competition between students in the class is one of the factors cause the students have less participation and unwilling to speak actively in the target of language. Hamouda (2013) states that when the students are competed with the classmates, they tend to be more under pressured. From this pressure, they will be more aware of not making mistakes in the class. It can affect their performance. In order to handle this kind of situation, all the teachers or lecturers have to produce a friendly teaching environment for all the students. Thus, students could be more active and the passive students would have more willingness to take a part and express their idea freely without feeling afraid in the class. Riasati and Rahimi (2018) also claim that friendly environment makes the passive students feel supported when they make mistakes. Moreover, they know that their classmates will help them to decrease their feeling of being nervous and improve their participation. To illustrate, for passive students will be enjoy when their friend always gives them support in any kind of activities in speaking class even if they make mistakes.

The teachers or instructors

Another factor is the influence of the teachers or instructors. Alrabai (2016) points out that the teachers or instructors take an important role for the students who learn a foreign language. Riasati & Rahimi (2018) describes that all teachers' focus is to improve the student's willingness to participate in the speaking activities. However, many of Indonesian teachers still have many grammatical errors and they cannot become interactive with the students, Marcellino (2006). Due to those problems, the Indonesia teachers tend to create monotonous method which is not

attractive for the students to become active during the learning process. Therefore, that the teachers need to find a new way in implementing certain strategies to make the passive students participate actively into the classroom's activities and developing their socialization by implementing a student centre approach.

Cultural beliefs and practices.

Most scholars believe that classroom behaviour is influenced by cultural beliefs and practices. In most Asian culture, the most common cultures are; saving face avoidance when there is possibility of making mistakes in learning, lack of experience in the class discussions, and stereotype through gender like one says that female students or male students are usually being passive. Augustaitiene and Kildiene (2018) reveal that the main reason of the students' passivity during their English classes is their tendency to be silent acquired in the high school as well as their unwillingness to show emotions. Exley (2005) states that in Indonesian context, passivity is one of the students' characteristics due to their culture. Those cultural factors limit students' opportunities in participating the target language class. Thanasoulas as cited in (Elmes, 2013:12), "Language and culture are related. It does not stay apart from the culture where it is inherited socially. The assemblages of practices and beliefs will determine the texture of lives. Further, the communication of intercultural will not easily mastered by the students." Moreover, Issa (2016) explains that intercultural communication defines a situation of communication that occurred between two or more people who differ in cultural background. For example, English culture determine "relative" as (people born from the same womb) by their gender using brother and sister. In contrast,

Indonesian cultures determine their relative based on the age using the older-called old brother or old sister and a younger called young sister or young brother. Thus, the brothers and sisters in English can mean older or young brother and could also mean older or young sister.

Besides, Exley (2005) explains that Indonesian learners' culture is passive, shy and silent during the learning process. Their participation is less in the classroom activity, starting from asking a question or giving their opinion to the teacher. It is because those characteristics already embedded culturally in Indonesian students.

In addition, the culture about the existence of the teacher is also affecting this problem. Teachers are knowledgeable person whether in social or ethical values. It causes the students have to obey what their teacher said in the class. For examples, when the teacher asks the students to be quiet or do not messy when the teacher is giving explanation. Besides, the existing norm in Indonesia prosecutes that the young ages should respect the older people by not putting them in a dishonourable condition. Moreover, consequent of this norms, the students infrequently give their respond to the teacher and they do not argue what teachers explained in front of the class critically. The culture binds people in where they are life and relating that people with others, such as; feeling, thinking, and existing. Further, the impact of this culture binding is some people tend to see the world only with their own cultural perspective and have a tendency to perceive that their own cultural is the correct perception than other cultures. Moreover, when they face some other different cultures, they may get problem from misunderstanding.

2.2.2 Course-related factor.

Course-related factor is a factor which can influence the students to be passive to speak in class. The students will have no opportunity to take a part in the class actively if the class size is large which limit the students to take apart in the class activity. Moreover, the students also feel less confident when they are aware that many people are pay close attention to them. Riasati (2012) notices that some courses require the students to learn English in a small group. This small group learning will make the students have their best time to take the opportunity for taking a part and speak in the class actively than speaking individually. Learning language in pair or group discussion in the class make them to be less anxious and more relaxed for the passive students because they will get support when they are making some mistakes. For example. during speaking class, the teacher prepares a small group discussion consist of four or five students. Then, the students will feel confident and enjoy to speak while doing the discussion or debate.

2.3. Internal factors of Students' Passivity

Internal factors are the factors that come from the student's individuality, such as: personal factor, attitude, motivation, self-esteem, and anxiety. Those factors also cause the students to become passive in speaking.

Personal factor

Personal factor is a factor that is related to the students' personality. Pervin (2010:6), "Personality is the characteristic of people which causes consistency of feeling, thinking and behaviour." For example, the students who have low self-confident are always afraid of making mistakes and will not participate actively in the class because confident is the key to speak in front of other people. Moreover, Maharani (2017) determines that the personality of an extrovert is more successful in their school work. It is because the extrovert students are briefer and more definite. It is very useful for them when engaged in educational event, such as debating and delivering speech in school. In contrast, the personality of introvert students is more embarrassed and also afraid when they make mistakes in the class activity. Besides, the introvert students prefer to keep silent and listen to their friends or teacher all along the time. For students, understanding their own personality will offer them chance to acquire the second language successfully. They will get a greater chance to be success by adjusting the student's personality and their learning style to increase their performance in the class.

Lestari et al (2015) state that students who have introvert personality are they who only speak in the class when their lecturer asks them to answer some question or when the lecturer asks them to contribute in the class discussion. On the other side, students who have extrovert personality are relatively active in the class and speak without hesitation. Moreover, introvert has something strength and not many people know it. They tend to think before speak and also participate in communication. Besides, extrovert may showed their feeling through talking and speak as fast as they can.

speaks as fast as they can. Based on the statement above, it points out that there is one reason why introverts try so hard with speaking. They need to process the information deeply and set the good sentences before they speak. It means that introvert can be able to speak but they need time to prepare the information they got then they speak.

Attitude

In the field of foreign language learning, it is the fact that attitudes have impact on students' success in learning a foreign language. Both attitudes and motivation are strongly connected one another. If a language learner has negative attitudes towards the foreign language they are learning, they cannot be motivated. Further, attitude can help the learners to express something whether they like or dislike about the objects or surrounding situations. Choy & Troudi (2006) argue that the inner feelings and emotions of foreign languages learners will influence their perspectives and their attitudes towards the target language. It means that the attitudes towards the second language may affect the learners' motivation in learning. Riasati (2012) describes that the students who have the willingness to communicate actively in the classroom have the best place for them to practice their English. Good classroom atmosphere is able to support and help all the students learn foreign language better than before. For example, if the students do not like with English especially in speaking subject, they will not pay attention toward the lesson or teacher's explanation.

Motivation

Motivation is the factor that can influence students' behaviours towards their participation in class discussions. High motivation is really needed in learning foreign language. The role of motivation is very crucial, where it can determine the strength of the learning process, makes the learning objectives clearer, and makes the learning more persistent. Further, Astiti (2012) claims that motivation is a part of psychology factor that is able to control the process and the learning result. If the students have high motivation in learning, they will learn more than other students do. It means that the teacher must improve students' motivation in learning English. In addition, the teachers often forget that all learning activities are supported by the students' motivation. The factor that can increase the student motivation in leaning are; the possibility to negotiate in learning English, students' self-esteem and then trust their own ability that they have, the needs for their success in the future, and the value that the students give to the second language. On the contrary, the teachers also have responsibilities to maintain the students' lack of motivation.

Self-esteem

Self-esteem is defined as an attitude possessed by every student and usually comes from within. Self-esteem has some effects to the students' behaviour in classroom. One of the examples is the students who have low self-esteem will be inactive and choose to sit at the back of the class because they feel that they cannot compete with their classmates who have high self-esteem and do not think that they will get good achievement (Hamouda, 2013). Some studies have shown that self-esteem

influenced the student's participation in the process of learning. Students who have high self-esteem will increase their confidence and make them become more active. It is because they have a high curiosity and make them want to explore more about the lesson by asking the question, giving opinions, and doing the discussion. Mahyuddin et al (2006) point out that the students who have low self-esteem will become passive because they cannot focus during the lecture and fear of offense. For example, during the speaking class, the students who have low self-esteem tend to keep silent rather than trying to be active because they feel do not confident by themselves.

Anxiety

In learning speaking, most of students feel anxious due to the lack of practices. Angellia and Listyani (2019) explain that anxiety is a term of a situation, like uncertainty or feeling of danger. It can affect people respond in doing their action. For example, unexpected questions, practicing English in front of the class, lack of interest in English class, and practice English with the native speaker. Moreover, Kim & Kim, 2004, as cited in Merc (2011) states that the sources of anxiety associated with teaching, such as; lack of confidence, English proficiency, insufficient class preparation, lack of confidence, fear of negative evaluation, non-native compared to native speakers and the lack of teaching experience.

Indeed, Riasati (2014) states that the students should be more aware that the anxiety will negatively affect their achievement in all activities, not only in the school but

also, in daily activity. Teachers must help the students to reduce the anxiety of their students in the classroom. The anxiety will be felt really high and can be easy to feel by the students when there is a competition among the students in the class. It is possible happened during and after speaking in public or class which cannot be avoided. When the students feel anxious, uncomfortable, or not confident, it will surely affect their oral performance. For instance, comparing one to other students will create unfriendly environment. Referring to the statement above, Dornyei (2001) states that social products self-confident, which means that the self-confident of the students are created and shaped by the people around them. On the other hand, the surrounding environment has the important role to reduce anxiety. For the example, the environment the student stays are full of confident and communicative people, then this student will get the impact of the people around.